

**STRATEGIC SCHOOL PROFILE 2006-07****Trumbull School District****RALPH M IASSOGNA, Superintendent**

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).
 

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**COMMUNITY DATA**

County: Fairfield	Public School Enrollment as a Percent of Town Population: 19.6%
2000 Population: 34,243	Public School Enrollment as % of Total Student Population: 90.0%
1990-2000 Population Growth: 7.0%	Percent of Adults without a High School Diploma in 2000: 10.9%
2000 Per Capita Income: \$34,931	Adult Education Enrollment in 2005-06 School Year: 43
Number of Public Schools: 9	Number of Adults Receiving Diplomas in 2005-06 School Yr.: 5
Number of Nonpublic Schools: 5	

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 District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.
 

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**DISTRICT NEED**

<b>Current and Past District Need</b>	<b>Year</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
% of Students Eligible for Free/Reduced-Price Meals	2006-07	3.8	5.2	27.3
	2002-03	3.0	N/A	25.4
% of K-12 Students with Non-English Home Language	2006-07	4.0	6.6	12.8
	2001-02	2.4	N/A	12.8
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2006-07	96.2	93.9	88.6
	2001-02	95.2	N/A	86.9
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2006-07	87.9	91.1	79.3
	2001-02	84.9	N/A	75.1
% of Juniors and Seniors Working More Than 16 Hours Per Week	2006-07	15.8	16.0	20.2
	2001-02	19.6	N/A	29.1

**STUDENT ENROLLMENT AND RACE/ETHNICITY**

<b>Enrollment</b>	
Grade Range	PK-12
Total Enrollment	6,921
5-Year Enrollment Change	9.4%
Projected 2011 Enrollment	
Elementary	2,958
Middle School	1,726
High School	2,220
Prekindergarten, Other	183

<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percent</b>
American Indian	12	0.2
Asian American	357	5.2
Black	246	3.6
Hispanic	348	5.0
White	5,958	86.1
Total Minority 2006-07	963	13.9
Total Minority 2001-02	650	10.3

### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school district of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

While the minority student enrollment in Trumbull is approximately 14%, the schools have actively sought to provide resources and activities that allow students and staff to interact with members of minority communities. To increase and expand interactions with people of diverse backgrounds, the District has supported the following initiatives:

- An active district-wide Cultural Diversity committee, representing administrators, teachers and community members, works toward extending an environment where diversity is valued as a source of strength and vitality. The committee has sponsored a variety of activities including “A World of Difference” training, sister school projects, and cultural events.
- A regional Agriscience and Biotechnology Center, located at Trumbull High School, has enrolled 190 students from eight communities. Twenty-five percent of the students are minority students.
- Twenty-eight Trumbull students participated in a regional program for the arts. Fifty-four of our students enrolled in the marine science program at the regional Aquaculture Center in Bridgeport.
- Approximately thirty-five Project Choice students have become a part of our school system as welcome members of our elementary, middle school and high school communities.
- Minority candidates for teaching positions are actively recruited from teacher-preparation institutions and through personal contact and recommendations, as well as insuring these candidates are included in respective interviews. This area must continue to be a priority. One minority candidate was hired in August 2006 and two minority candidates were recently hired in August 2007.
- All curriculum guides include links and references to diverse cultures and backgrounds, and students and teachers share and celebrate the rich history, traditions and holidays of a wide range of the world’s communities.
- Continuous dialogue and meetings with concerned Black parent groups on a variety of racial topics.

### DISTRICT RESOURCES

#### Staff Count (Full-Time Equivalent)



#### # of Certified Staff

Teachers	460.8
Administrators	24.5
Department Chairs	6.1
Library/Media Staff	10.0
Other Professionals	65.5
% Minority 2006-07	3.3
% Minority 2001-02	2.6
# Non-Certified Instructional	115.2

Average Class Size		District	DRG	State
Grade K	2006-07	17.5	18.8	18.2
	2001-02	18.3	N/A	18.3
Grade 2	2006-07	20.5	19.6	19.5
	2001-02	23.1	N/A	19.6
Grade 5	2006-07	21.9	22.4	21.2
	2001-02	22.4	N/A	21.5
Grade 7	2006-07	21.8	21.0	20.8
	2001-02	22.7	N/A	21.9
High School	2006-07	21.1	20.1	20.0
	2001-02	22.2	N/A	19.9

Professional Staff Experience and Training		District	DRG	State
Average Years of Experience in Connecticut and Other Locations		13.9	14.5	14.4
% with Master’s Degree or Above		86.0	84.5	78.9

**DISTRICT RESOURCES, continued**

<b>Total Hours of Instruction Per Yr.*</b>	<b>Dist</b>	<b>DRG</b>	<b>State</b>
Elementary	1,000	989	987
Middle School	1,026	1,019	1,016
High School	988	976	1,002

\*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

<b>Resource Ratios</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Students Per Academic Computer	3.5	3.5	3.2
Students Per Teacher	15.0	14.0	13.5
Teachers Per Administrator	18.8	14.3	13.9

**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

In order to allocate resources to insure equity and address needs:

- Building administrators, with the assistance of staff members and the recommendations of District curriculum support personnel, develop budgets for their individual schools. All budgets fall within a reasonable parity range.
- Per pupil allocations, geared to meet the needs of different school age populations, allow building administrators to prioritize and fund the purchase of instructional materials and supplies, print materials, media resources and related professional activities.
- New text adoptions are district-wide decisions, funded through a central account that provides the new texts and supplementary resources for all students in all schools.
- Board guidelines establish class size for specific grade levels. When projected class size violates guidelines, adjustments are made to meet the needs of the teacher and class. This may involve hiring additional full-time teachers, providing part-time teachers or placing trained paraprofessionals in the classroom.

**STUDENT PERFORMANCE**

<b>SAT® I: Reasoning Test</b>	<b>Class of 2001</b>	<b>Class of 2006</b>			
	<b>District</b>	<b>District</b>	<b>State</b>	<b>Of All Districts in State</b>	
				<b>Lowest %</b>	<b>Highest %</b>
% of Graduates Tested	94.4	100.0	74.7	23.8	100.0
Mathematics: Average Score	519	527	510	284	604
Mathematics: % Scoring 600 or More	24.2	25.6	23.9	0.0	55.6
Critical Reading: Average Score	507	510	505	346	595
Critical Reading: % Scoring 600 or More	20.5	20.2	21.3	0.0	48.5
Writing: Average Score	N/A	513	504	337	595
Writing: % Scoring 600 or More	N/A	17.3	20.3	0.0	48.8



<b>Physical Fitness</b>	<b>District</b>	<b>State</b>	<b>Of All Districts in State</b>	
			<b>Lowest %</b>	<b>Highest %</b>
% Passing All Four Tests	47.0	36.1	0.0	85.0

## STUDENT PERFORMANCE, continued

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area		District	State	Of All Districts in State	
				Lowest %	Highest %
Grade 3	Reading	75.3	52.3	13.1	86.4
	Writing	77.9	60.8	20.0	88.9
	Mathematics	84.7	59.4	15.0	91.3
Grade 4	Reading	76.5	57.0	14.1	91.3
	Writing	82.4	65.1	20.0	90.2
	Mathematics	86.2	62.3	17.9	100.0
Grade 5	Reading	84.1	61.4	19.5	92.3
	Writing	86.2	64.6	25.0	95.5
	Mathematics	89.8	66.0	23.5	93.3
Grade 6	Reading	77.6	64.3	16.7	96.3
	Writing	82.9	63.0	20.8	93.6
	Mathematics	78.2	63.9	10.2	92.8
Grade 7	Reading	85.0	65.9	3.8	96.8
	Writing	82.8	60.4	0.0	95.0
	Mathematics	81.9	60.3	7.7	92.0
Grade 8	Reading	89.6	66.6	4.8	94.0
	Writing	90.4	64.0	0.0	94.6
	Mathematics	83.8	60.8	4.5	95.7

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.



For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this district, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal:** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

CAPT Subject Area	District	State	Of All Districts in State	
			Lowest %	Highest %
Reading Across the Disciplines	62.8	45.6	2.8	87.2
Writing Across the Disciplines	73.6	52.9	0.0	87.4
Mathematics	56.8	45.2	0.0	86.3
Science	64.3	44.4	0.0	84.5






These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this district, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

## STUDENT PERFORMANCE, continued

Graduation and Dropout Rates	District	State	Of All Districts in State	
			Lowest %	Highest %
Graduation Rate for Class of 2006	96.7	92.2	66.7	100.0
Cumulative Four-Year Dropout Rate for Class of 2006	3.3	6.6	0.0	72.5
2005-06 Annual Dropout Rate for Gr. 9 through 12	0.0	1.8	0.0	19.2
2000-01 Annual Dropout Rate for Gr. 9 through 12	0.8	3.0	N/A	N/A

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2006	420	96.6	82.7
	2001	319	85.8	79.1
 Employed or in Military	2006	13	3.0	12.9
	2001	40	10.8	17.1
 Unemployed	2006	2	0.5	0.8
	2001	0	0.0	0.7

## SPECIAL EDUCATION

### DISTRICT OVERVIEW

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	565
Of All K-12 Students for Whom the District is Financially Responsible, the Percent of Students with Disabilities	8.1%
Total PK-12 Special Education Expenditures, 2005-06	\$13,061,700
Percent of Total PK-12 Expenditures Used for Special Education, 2005-06	17.3%
Enrollment in District PK-12 Special Education Programs	603
Full-Time Equivalent Count of District PK-12 Special Education Instructional Staff	
Teachers and Instructors	56.0
Paraprofessional Instructional Assistants	94.1



Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	35	0.5	0.7	0.6
Learning Disability	200	2.9	3.8	4.0
Intellectual Disability	28	0.4	0.3	0.5
Emotional Disturbance	33	0.5	0.7	1.0
Speech Impairment	114	1.6	2.3	2.3
Other Health Impairment*	121	1.7	2.1	1.9
Other Disabilities**	34	0.5	0.6	0.9
Total	565	8.1	10.4	11.2

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

## SPECIAL EDUCATION, continued

### Connecticut Mastery Test, Fourth Generation, Percentage of Students with Disabilities Meeting State Goal.

The following results include students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

Grade and CMT Subject Area		Students with Disabilities		All Students	
		District	State	District	State
Grade 3	Reading	17.1	15.3	75.3	52.3
	Writing	22.0	21.0	77.9	60.8
	Mathematics	28.6	23.8	84.7	59.4
Grade 4	Reading	23.9	16.5	76.5	57.0
	Writing	21.7	21.2	82.4	65.1
	Mathematics	58.7	25.7	86.2	62.3
Grade 5	Reading	52.9	19.5	84.1	61.4
	Writing	41.2	20.7	86.2	64.6
	Mathematics	54.9	24.6	89.8	66.0
Grade 6	Reading	25.5	20.1	77.6	64.3
	Writing	29.2	18.6	82.9	63.0
	Mathematics	22.9	20.8	78.2	63.9
Grade 7	Reading	27.3	21.4	85.0	65.9
	Writing	24.4	16.3	82.8	60.4
	Mathematics	20.5	18.1	81.9	60.3
Grade 8	Reading	46.9	23.3	89.6	66.6
	Writing	40.6	20.5	90.4	64.0
	Mathematics	40.6	19.5	83.8	60.8

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com). Results for fewer than 20 students are not presented.

**Connecticut Academic Performance Test, Third Generation, Percentage of Students with Disabilities Meeting State Goal:** The CAPT is administered to Grade 10 students. The following results include students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CAPT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading Across the Disciplines	18.8	11.3	62.8	45.6
Writing Across the Disciplines	18.2	12.7	73.6	52.9
Mathematics	5.9	12.8	56.8	45.2
Science	26.5	14.7	64.3	44.4

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). Results for fewer than 20 students are not presented.

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	10.5
	% With Accommodations	89.5
CAPT	% Without Accommodations	20.0
	% With Accommodations	80.0
% Assessed Using Skills Checklist		9.6

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2005-06 with a Standard Diploma	91.7	73.5
2005-06 Annual Dropout Rate for Students Aged 14 to 21	3.0	3.8

## DISTRICT REVENUES/EXPENDITURES 2005-06

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

<b>Expenditures</b> All figures are unaudited.	<b>Total</b> <b>(in 1000s)</b>	<b>Expenditures Per Pupil</b>			
		<b>District</b>	<b>PK-12 Districts</b>	<b>DRG</b>	<b>State</b>
Instructional Staff and Services	\$43,249	\$6,273	\$6,882	\$6,677	\$6,888
Instructional Supplies and Equipment	\$1,278	\$185	\$247	\$231	\$249
Improvement of Instruction and Educational Media Services	\$3,232	\$469	\$415	\$422	\$402
Student Support Services	\$5,403	\$784	\$720	\$761	\$719
Administration and Support Services	\$8,702	\$1,262	\$1,186	\$1,143	\$1,197
Plant Operation and Maintenance	\$7,263	\$1,053	\$1,206	\$1,215	\$1,199
Transportation	\$3,517	\$504	\$560	\$515	\$558
Costs for Students Tuitioned Out	\$1,889	N/A	N/A	N/A	N/A
Other	\$979	\$142	\$135	\$148	\$132
<b>Total</b>	<b>\$75,513</b>	<b>\$10,919</b>	<b>\$11,595</b>	<b>\$11,357</b>	<b>\$11,558</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$7,319	\$1,061	\$1,866	\$1,286	\$1,834
Adult Education	\$120	N/A	N/A	N/A	N/A

**Revenue Sources, % from Source.** Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

<b>District Expenditures</b>	<b>Local Revenue</b>	<b>State Revenue</b>	<b>Federal Revenue</b>	<b>Tuition &amp; Other</b>
With School Construction	88.4	7.4	2.3	1.9
Without School Construction	90.5	4.9	2.5	2.0

**Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year.** Selected regular education expenditures exclude costs of special education and land, building, and debt service.

<b>Expenditures by Grade Level</b>	<b>District</b>		<b>DRG</b>		<b>State</b>	
	<b>Per Pupil</b>	<b>% Change</b>	<b>Per Pupil</b>	<b>% Change</b>	<b>Per Pupil</b>	<b>% Change</b>
<b>Elementary and Middle</b>						
Total	\$9,200	8.1	\$9,121	6.2	\$9,520	5.1
Salaries and Benefits	\$7,687	7.6	\$7,562	6.3	\$7,850	5.3
Supplies	\$468	6.8	\$510	6.3	\$547	6.6
Equipment	\$98	-35.5	\$147	-19.2	\$124	-6.8
<b>High School</b>						
Total	\$9,206	4.2	\$10,342	4.1	\$10,074	4.5
Salaries and Benefits	\$7,677	4.8	\$8,410	3.8	\$8,120	4.7
Supplies	\$468	-10.7	\$619	4.6	\$625	6.8
Equipment	\$98	-46.2	\$181	-3.7	\$150	-1.3

**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

The following narrative was submitted by this district.

An analysis of 2007 CMT scores reveals significant gains at all cohort levels in reading, writing, and mathematics. The percentage of students at or above goal has increased as follows:

- Grade 8 gains since Grade 6: reading 11% / writing 8% / mathematics 8%
- Grade 7 gains since Grade 6: reading 2% / writing 0% / mathematics 6%
- Grade 6 gains since Grade 4: reading 14% / writing 9% / mathematics 1%
- Grade 5 gains since Grade 4: reading 4% / writing 4% / mathematics 9%
- Grade 4 gains since Grade 3: reading 4% / writing 3% / Mathematics 6%

At the high school level, the participation rate of the Class of 2007 taking the SAT I reached 92%. The mean critical reading score is 520, mean writing score is 526, and mean mathematics score is 538.

**Student Accomplishments**

Trumbull students have been involved in a variety of extracurricular and co-curricular activities. Students at all levels have been successful participants in the Reflections contests of the state and national PTA. The high school yearbook, Trillium, is a perennial national award winner. Athletic teams, musical groups, and academic competition teams including "We the People," "Fed Challenge," and "Math Team" continue to earn State, regional, and national awards. Community service participation draws students into the community, while School-to-Career initiatives make the community a part of the school system.

**Areas of Need and Plans for Improvement**

- Early learning initiatives will focus the District's attention on reading and mathematics in the primary grades. The addition of primary grade mathematics' specialists assists with efforts to provide early intervention whenever necessary. Class size reductions in the primary grades will assist the District's Early Intervention Plan.
- The Trumbull 2006-2009 Technology Plan will continue to provide a structured plan to integrate technology at all grade levels.
- Alternative assessments, including performance tasks and portfolio assessments, are allowing teachers to integrate assessment with the teaching process, and provide data to guide the improvement of instruction.
- Implementation of a data warehousing and retrieval system containing standardized test and performance assessment data has been allowing more efficient longitudinal studies of student performance.
- Additional emphasis has been placed on maintaining a secure and supportive learning environment.
- Professional learning activities that are aligned with "Response To Intervention" strategies will continue to support staff efforts to grow, to explore, to innovate and to use their skills to enhance student learning.
- Change mechanisms that were successfully implemented at the K-8 level will be used to enhance achievement as measured by the CT Academic Performance Test (CAPT).

To view Strategic School Profiles on the internet, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Connecticut Education Data and Research. Additional education data are also available at this site.

For the school district website, see [www.trumbullps.org/](http://www.trumbullps.org/)



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